

EXAMINING EFL STUDENTS' PERCEPTION TOWARD TRANSLATION AS A SKILL IN FLA UKSW

Lidya Sartika Dianing Putri

Abstract

The use of translation as a language learning tool has received different compliments and criticism throughout EFL's long history. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a "pedagogical tool", considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. While translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking and to correct common mistakes that could otherwise remain unnoticed. This study is aimed to know the perceptions of the students of the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana toward translation as a skill, through descriptive quantitative study attempts to discover EFL students' beliefs about translation as a skill in the language learning process. A total of 80 students from batch 2015 of Language Literature Program of FLA participated in this study by filling in five-point Likert scale questionnaire and closed-ended questions to get higher percentage data. Students can make the best out of their learning if they are encouraged to use translation skills properly. The findings of the survey suggest that translation is a good tool in the English language learning purposed enhancement of students' foreign language skills.

Keywords: translation, students' perception, language teaching, learning tool, language skills.